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Theodore Roosevelt
AS
An Undergraduate





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THEODORE ROOSEVELT

AS AN UNDERGRADUATE   

BY DONALD WILHELM      



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Boston, Mass., U. S. A.

Respectfully Dedicated
to
ALBERT BUSHNELL HART,
A Classmate of
THEODORE ROOSEVELT.

FOREWORD.

I take this opportunity to express my gratitude to Mr. Roosevelt for the privilege of reprinting such of his essays and other compositions as appear in this book. Although he has not read my manuscript, several of his college associates and classmates have done so, and to them, to the editors of the Harvard "Graduates' Magazine," "Crimson," and "Advocate," and to all the other Harvard men who have assisted me, I express my thanks. The hearty interest they have shown in the vigorous little man who trod their path for a time, has been the most pleasing consideration in following him from the gateway to undergraduate life down the bright lane to the portal of the bigger world.

DONALD WILHELM.

CHAPTER I

ARRIVAL AT HARVARD COLLEGE.

AN AUTUMN wind rouses and swirls the dust of the unpaved triangle called Harvard Square; on two sides of it standing close to one another are stores, on the remaining and longest side a three rail wooden fence circles a group of quiet buildings nestled among the elms. The tinkling bell of an approaching horse car is heard and soon the car itself bumps its way around the curve from the direction of Boston. A thin-chested, nervous, spectacled little fellow swings himself from the rear platform, stands for a moment in the eddying dust, then turns about, passes through an opening in the low fence, thence between two of the old buildings and finds himself in a rect- gle over-arched with entwining boughs and bounded by

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dignified college buildings. To one of these squarely in the middle of the side opposite to him lead all the gravel paths, and to it advances our young freshman.

Three years before at a family luncheon a guest had noticed near one end of the table this same lad, with his spectacles and a mouth like a band of blued steel. Round his plate were scattered dead butterflies and beetles, which he studied while he ate, as if alone by a camp fire in some deep forest. Such power of concentration in a boy the guest had never seen. She inquired who that odd little fellow might be, and was told in a voice that seemed softened by respect, "Little Theodore Roosevelt, the brightest lad of all the family."

For generations strong ancestors had been shaping the character of this boy as in the years long before they had struggled in the dykes of Holland and fought among the crags of Scotland. His father, Theodore Roosevelt, a bearded man of Dutch descent had married Martha Bulloch of Georgia, a beautiful woman of the languorous southern type.

When this son Theodore was born the tense spirit of war was already in the air and two years later the guns at Sumter were to crash.

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With wealth and influence his father supported the national government with all his might; his mother sympathized with her two brothers, one serving the Confederacy abroad, the other destined to give the command that made the last gun flicker at the approaching Kearsarge from the battered side of the Alabama. From his father the child inherited an intense admiration for manliness, his homely vigor of mind and of body; from his mother a warm-hearted, impulsive sincerity.

Now, a lad of eighteen, he was trudging out from the shelter of home and kin into the realm of strange faces and new surroundings. Up the stone steps of the administrative building he climbed to an unpretentious college room and there leaned low over a desk so that he could see as he registered his name in large boyish writing. Into the room his classmates, over two hundred of them, came, or chatted in groups in the hall. One would not have chosen him to excel in anything. Most of them were physically stronger than he—in eyesight, muscle, and endurance. Some had commanding personalities and the golden gift of making friends. Some had noteworthy ancestors. One, taller and stronger than he, was

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to batter him in a boxing match, and years later cross his path like a defiant ship out of the night, and disappear; another, whose election to the captaincy of the freshman crew he opposed, was to serve him in a high office of the nation; another, under whom he was to serve on the editorial board of the "Harvard Advocate," was to edit a history of the nation.

All looked out on a college of equal opportunities. Compared with the Harvard of today, it was a small college content in its traditions and its neighborly solidarity; there were only eight hundred students, now there are twenty-three hundred. The social center of this little community, where all but few of the undergraduates lived, was the college Yard, the quadrangle with its covering of elms. There was no "Union" with its newspapers and easy chairs, no pretentious clubs and but one private dormitory. In the spring under the trees in the Yard the undergraduates lolled on pillows tossed from nearby rooms, and in classes — for the elective system was just coming into effect,—round firesides, and in athletics, they mingled so frequently that many men knew all their classmates. They formed a cordon of on-lookers, the only fence, while

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watching the bright-clad athletes on Jarvis Field. They applauded contestants in the old gymnasium, now but an alcove in a gigantic system of museums, or fought for the honor of their class. On these contests the undergraduate publications—the “Crimson, the “Advocate,” and the “Lampoon,” just coming into existence—commented with the intimate spirit of village weekly papers; indeed, to this neighborly feeling many of the instructors and all of the undergraduates contributed; the graduate departments were not prominent, there were few men on the outskirts of real college life. In spirit, then, in housing and in government the busy center of learning of to-day is as different from the little village of thirty years ago as the tripling of numbers naturally makes it.

In this little community every element of Roosevelt's personality was to get new strength. In a different college, one may say, he would have developed differently; another may say there never was a man so fixed in his own course in life, but it is reasonably sure that not the least element in his development was the influence of the great wealth of personality Harvard College was then harboring

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in its faculty and in the great men who met in its shades. As a disputatious youth who argued with his instructors in class, who sought out their friendship, and who mingled with great men in club house and in chapter room, Roosevelt must have felt their influence and known their example. His college friends agree that never have they known a man who has retained the characteristics of his youth so faithfully as Roosevelt has retained them. His undergraduate life, down to its smallest details, prefigured the Roosevelt of today.

CHAPTER II

HIS VARIETY OF INTERESTS.

ROOSEVELT was one of those rare men who can stand apart and survey their own lives and comprehend their own needs. He was not content to tramp along with other undergraduates, to learn merely what they learned, but he must desert into new paths and master the smallest details of his way. He has confessed that one reason why he has succeeded is because he has consciously put himself in the way of learning new things and of getting new experience. His unflagging spirit of inquiry, his precocious desire to participate in national politics and to have a voice in whatever took place about him, was the characteristic of an unusual youth; although there have been some undergraduates at Harvard more popular, there

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have been few whose social and practical interests were so judiciously apportioned.

Only in his freshman year did he hold himself aloof from activities outside the pale of his college work. He was one of eight young men, all destined for prominence in college and in after life, who, at the opening of college went apart from the other students at Memorial Hall to organize a dining club in a house a short distance from the Yard, first at Mrs. Morgan's on Brattle street, and for the last three years, at Mrs. Wilson's on Mt. Auburn street. Here, round an unpretentious table, in a bare little room, he was to cherish contentedly seven of his most intimate friends. He never dined regularly at Memorial Hall. He was not elected a member of the Kappa Nu, the only freshman society, nor was he an officer in his freshman class. Only once does he stand out in its activities; then, in a meeting called to elect a new captain of the freshman crew, Robert Bacon, he climbed on a chair and in his first stump speech quoted Lincoln's time worn but sound aphorism "that it is not best to swap horses when crossing a stream."

The "society fever" at Harvard was not as

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fervent as at many colleges. The clubs had no conspicuous badges, nor costly structures with lofty windows and iron-barred doors. The members were happy with simple insignia hung in their rooms and capacious quarters where good fellowship might rule. The walls of a club typical of those to which Roosevelt belonged were adorned with engravings and paintings of historic and classic worth. In one corner stood a piano invitingly open with a varied collection of books shelved nearby; hung in a little alcove waiting to be used were foils and fencing masks, boxing gloves and rifles, and a roomy stage for the presentation of student theatricals filled one end of the room.

After the election of new members the club marched to the middle of the Yard and there, round a leader, they spelled in unison the names of the chosen men. Time after time Roosevelt's name was sent floating up among the elms, and roommates, sitting upright in bed, scrambled to the open window, and, when the last cheer had died away into the night, often fell to talking about this slender little man. Visitors to Roosevelt's rooms in a house at 16 Winthrop street, where he lived alone dur-

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ing his entire college course, found scattered among college pennants, hunting trophies, and pictures of trap and chase the insignia of a dozen organizations, from the bronze plate of a rowing club to the ribbons of the Hasty Pudding.

The Hasty Pudding Club was one of the most prized of those devoted primarily to good fellowship.

To this were usually graduated in their senior year the members of the Institute of 1770, the oldest of the societies at Harvard. Roosevelt was among the first fifteen from his class to be chosen for the Institute, the fifth to be chosen for the Pudding and later its treasurer. He was, moreover, a member of the Porcellian, a discriminating and expensive organization, of the Alpha Delta Phi, and an honorary member of the Glee Club. There were other purely social organizations at Harvard quite as prominent, but, in a general sense, when he entered the life of one he entered the life of all.

Another evidence that at the end of four years of college he was one of the most popular men in his class is that he was one of six men nominated by his class for second mar-

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shal and though failing of an election to that position was chosen a member of the Class Day Committee, and an efficient member he proved to be. "At about quarter to seven," the Crimson said, the senior class was called to order and "nominations were made for chairman of the Class Day Committee. After several nominations and withdrawals, Messrs. Woodbury and Morgan were left, and Mr. Woodbury was elected. The election was made unanimous. The leading candidates for the second place on this committee were Messrs. Bement and Roosevelt. Mr. Roosevelt was elected."

In recognition of excellent scholarship Roosevelt was chosen in his senior year a member of the honorary society of Phi Beta Kappa. Oliver Wendell Holmes presided over the Harvard Chapter and Rev. Edward Everett Hale and Rev. Phillips Brooks often attended its meetings. These men were also members of the Alpha Delta Phi, and Roosevelt met them repeatedly. He also met the historians, George Bancroft and Charles Francis Adams and the poet, James Russell Lowell, then a professor in the college, and innumerable other eminent men who were graduate members of

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the Hasty Pudding Club and returned for its annual celebrations each year, doubtless to mingle with the undergraduates as their guests.

This association with men of distinction is perhaps one of the best yet least-reckoned benefits of such social organizations as those Roosevelt belonged to. He had every opportunity to estimate his own capabilities, not only by personal acquaintance with them but by intimate stories told at club dinners and in the confiding air of the chapter room of great men gone before.

From such social organizations Roosevelt knew he derived immense good, but there were others wholly different from which he might also profit. Of such was the Rifle Club. In competitions held on the grounds of the Watertown Arsenal Roosevelt was never successful nevertheless he learned substantially all that was necessary, and when the Spanish War broke out he could take his place at the head of his Rough Riders confident that he could use a rifle efficiently if he was called upon to do so.

He joined the Art Club, over which Professor Charles Eliot Norton presided, and was

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soon a member of the Natural History Society, flourishing under the presidency of that remarkable man, Professor Nathaniel Southgate Shaler. In the absence of Professor Shaler, Roosevelt himself presided, for he was elected undergraduate vice-president in his junior year. As a boy he was intensely interested in natural history and his constant enthusiasm was one of the causes of Professor Shaler showing such a distinct fondness for him. When the great teacher was told how a bag of lobsters which Roosevelt was bringing from the Boston wharves for dissection escaped confinement and went crawling in all directions over the floor of a crowded street car, he laughingly slapped his thigh and told the story over time and again at a meeting of the faculty the following day.

Professor Shaler also heard how, late on a rainy night four students who lived in the same house with Roosevelt heard the frantic neighs of a horse in a neighboring barn. They called to one another through the dark, donned their clothes and gingerly went forth to explore. In the barn feverishly striving to extricate the horse's leg from a hole in the side

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of the stall, they found Roosevelt, half-clothed, hatless, even without his spectacles.

About a year before Roosevelt was elected vice-president of the Natural History Society, the *Crimson* said that the "Society have on foot a project to utilize the valuable dredging apparatus in the possession of the University. The proposed plan is, sometime during the spring to hire a steam tug, and, during a two days' cruise in Massachusetts Bay, to gain a practical knowledge of sea dredging." This project was never accomplished. What influence it had on Roosevelt's election can only be conjectured but it is safe to presume that he was not indifferent to any such plan.

In his junior year Roosevelt organized, we are told, a club which is recalled by its members as one of the bright spots in their undergraduate life. This was the Finance Club. It was founded as the outgrowth of interest in a course given by Professor Dunbar on the financial history of the United States, to make a study of the currency systems of other nations, particularly of England. For a time Roosevelt presided and the extraordinary swath the club cut in the field of undergraduate activities was in great measure due to his

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energy. The Advocate, in editorials of different date repeatedly praised the organization:

"The Finance Club enters the field for the first time," it said. "One lecture which proved both instructing and instructive has already been given under its auspices. Two more are to follow; the first, by Professor Sumner of Yale on 'The Relation of Legislation to Money;' and the second by Professor Walker of Yale on 'The Principles of Taxation.'" . . .

"The enterprise of the Finance Club met with deserved success in the lecture of Professor Sumner . . . The Theatre was well filled, a larger body of students being present than we have seen on such an occasion in Sanders for years." . . .

"The club is to be congratulated on the success of its efforts to excite interest in domestic subjects. Organized only in December it has already had five papers read before it by members and has given four public lectures." . . .

A year later:

"The enterprise of the Finance Club remains

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unabated. Already its members are arranging for a course of lectures for next year. They have secured such eminent lecturers as General Garfield and Abram S. Hewitt, and are in correspondence with Secretary Schurz."

Another club the results from which were to be quite as useful to Roosevelt in future life was named the "O. K.," a paper on the meaning of its name being read by each candidate at the initiation supper.

In it a discussion of the authorship of the "Letters of Junius" occupied three of the monthly meetings. When Roosevelt's turn came to read a paper, his subject was "The Machine of Politics." The tenor of the club is typified by these subjects, all of literary or of political significance.

Just before the Presidential election of 1880 intense party feeling was aroused among the students and an informal vote, was suggested, probably by Roosevelt, as he was put in charge of the polls. The candidates voted for were Grant, Sherman, Blaine, Bayard and others of less importance. His classmates say that Roosevelt voted for Senator Bayard,

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a democrat. Only four years later, after two years of brilliant effort in the New York Legislature, he was forced to arrive at a decision bound to affect his whole future. On one side he found the Democratic party, with George William Curtis, Secretary Schurz, and most of the men on whom he put strongest reliance, on the other side a Republican party apparently on the wane. As quick of decision as Roosevelt is it took him several weeks of deliberation on his western ranch before he decided to publish a statement affirming his allegiance to the party that was to make him President.

From the editorials in the Advocate it appears that Roosevelt was at the head of this student movement to choose a President, and, though the Republicans outnumbered the Democrats, to show "that intelligent and conservative men will not allow party affiliation to rule their better judgement and force them to support an unfit or corrupt candidate" or one seeking a third term. In its appeal to students to vote the paper said that "No doubt there are some who think taking an informal vote for President is a departure from the sphere of the student to that of the politician

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and others who regard it as only time thrown away . . . It should not be forgotten that a representative government is such only so long as the whole people are represented, the intelligent and good, as well as the ignorant and bad, and that, as a small force is not infrequently big in result, the indication of the choice of the University in this matter may be effective in securing the nomination of some man who is a type of the best American citizen. The gentleman in charge of the polls is a proof that the movement is not one of idle curiosity, but of earnest purpose." The vote for Bayard was 233, Grant 146, Sherman 139; at Yale it was Grant 213, Sherman 205, Bayard 82.

The last sentence in the editorial of the *Advocate* is a singular tribute to an undergraduate by a college paper, without a parallel in any of the college publications during the four years Roosevelt was an undergraduate. It shows as nothing else could that he was recognized as a leader of undergraduate opinion.

The evening the informal vote was announced this future President might have been seen setting out for Boston with a torch on his shoulder and the dusty road underfoot, in

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the van of the torchlight parade. It was going along noisily but peaceably through a street in Cambridge when down from a second-story window was bawled: "Hush up, you blooming freshmen!". "Every student there," relates Professor Hart, "was profoundly indignant. I noticed one little man, small but firmly knit. He had slammed his torch to the street. His fists quivered like steel springs and swished through the air as if plunging a hole through a mattress. I had never seen a man so angry before. 'It's Roosevelt from New York,' some one said. I made an effort to know Roosevelt better from that moment."

Roosevelt was the only member of the Dutch Reformed Church in the College; in fact his name appears opposite membership in that church after a long series of ciphers for preceding classes. He was liberal-minded nevertheless, and his very liberalism caused him as an undergraduate to be thrust into the limelight of the college community at Cambridge quite as prominently as he was in later years at Rome.

At the beginning of his senior year he was engaged to teach the Sunday School at Christ Church, the oldest edifice in Cambridge,

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"Here divine service was held December 31, 1775, General and Mrs. Washington being present." Here for several weeks the energetic young teacher turned up regularly every Sunday afternoon to teach young people religious tenets as he conceived them.

One day the report spread that he had been summarily removed by the new rector, Doctor James Field Spaulding. "The news spread about college like flames through a building," relates one of Roosevelt's classmates. "We learned Roosevelt had been removed because he was not a confirmed member of the Episcopalian church. Everybody lauded Roosevelt. The instructor in one of our courses said something about religious toleration by neighboring ministers, and the students cheered. One professor actually withdrew from the congregation. But Roosevelt did not take the occurrence to heart. The next three Sundays he taught at the Church of the Ascension in East Cambridge and then continued in a church in Chestnut Hill, the home of Miss Lee, to whom he was engaged."

Not long after Roosevelt's adventure in teaching Sunday school, one evening he attended the Boston Theatre. After one of the

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acts a group of undergraduates gave a cheer for Harvard. The ushers remonstrated, for trouble with students had been experienced before, and Roosevelt hurried across the lobby and remonstrated with the ushers, so strenuously that he, with the real offenders, was made to leave the theatre. The Boston papers made space of the occurrence. Professor Dunbar and Professor Shaler found the accounts so unfair that both published protests. The Boston Herald designated that of Professor Shaler in the *Atlantic Monthly* as a "turgid stream of rhetoric," and the college papers then directed their editorial comment at the Herald.

Roosevelt was often the victim of caprice that knew not the regulator, self consciousness. He was not an ascetic, yet, "he was, next to my own father," a classmate wrote to Jacob A. Riis, "the purest-minded man I ever knew." There is no evidence that he ever smoked, and, what is more significant, no evidence that he ever tried to. Even that stern old woodsman, William W. Sewall, with whom Roosevelt spent his summers in the Maine forests, comes out of his reticence to write that he never met a man with such ab-

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solite ideas of right and wrong, such remarkable strength on the one hand, such lovable sympathy on the other.

With care not to exaggerate it may be conjectured that in the history of Harvard College there have been few undergraduates with an array of interests more varied and more judiciously apportioned than Roosevelt's. He delved into social and intellectual life so enthusiastically that he held important offices in five organizations and belonged to six others, he advocated political policies, discussed art and natural history, heard optional lectures on literature, and besides teaching Sunday School, hunting in the Maine woods, yachting on Long Island Sound, assisting to edit a college paper, beginning a book, and manifesting an intense interest in athletics, he maintained high college rank, in recognition of which he was elected to Phi Beta Kappa. While other men followed the beaten track he deserted to the farthest reaches of undergraduate life. The leader of college opinion was fitting himself as a leader of opinion in his country.

CHAPTER III.

HIS STUDIES.

THE accurate determination of any man's college rank is usually of small importance, especially after thirty years have intervened since his graduation and his worth has long since been tested to sterner standards than those of the rank-list; but no one will deny legitimate curiosity, perhaps even, of scientific interest.

Probably no one is less curious about his college marks than Mr. Roosevelt; perhaps he never knew or has quite forgotten his exact rank, but if he has not forgotten, doubtless he relishes a "certain piquant pleasure" at the visible disproportion between his college rank and his success in after life, for his rank in a class of one hundred and sixty-one was but

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twenty-first, the same as Grant's at West Point, about the same as that of Emerson and of Holmes at Harvard.

There is a difference, as Bacon points out, between excellence and excelling. Roosevelt went to Harvard for an education, he did not go to compete for marks. Had he done so he would have taken before graduation an examination for final honors in natural history, a special mark of distinction he could have easily won. "No man ever came to Harvard more serious in his purpose to secure first of all an education," his intimate friend, Ex-Governor Curtis Guild, Jr., says, "he was forever at it, and probably no man of his time read more extensively or deeply, especially in directions that did not count on the honor-list or marking-sheet. He had the happy power of abstraction, and nothing was more common than a noisy roomful of college mates with Roosevelt frowning with intense absorption over a book in the corner. He did not read for examinations but for information."

Of academic distinctions he won but few. He did not win a prize for reading, nor for English composition; the center-table in his room was not adorned with a "Detur," a book given as

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a special mark of merit; he won neither second-year nor final honors in a single subject, and he did not deliver the "dissertation" to which he was entitled at Commencement. The only honorable mention set down in his degree was in natural history. His political antithesis, Josiah Quincy, who shone brightly as an undergraduate, received two prizes for reading, one for speaking, one for English composition, a "Detur," and besides being a prolific and able contributor to the college papers, received in his degree honorable mention in Greek, Latin, English composition, and political economy, and delivered a dissertation at Commencement.

When Roosevelt was at Harvard, as to a lesser extent now, a student had to take certain prescribed courses in fundamental subjects. In the freshman year all his courses were prescribed although a freshman could enter advanced sections of certain courses if he had shown unusual efficiency in his entrance examinations; in the sophomore year and in the junior year about one-third of the work was prescribed, in the senior year only a few forensic themes. In addition to these prescribed courses each sophomore was required to choose from a list of elective studies courses

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amounting to ten exercises a week, each junior and senior courses amounting to twelve exercises a week.

These elective courses were intended to give a student considerable freedom to follow natural "bent," and those selected by Roosevelt reflect clearly his inclinations as an undergraduate. Viewed as a whole, the courses he chose were essentially "practical," as distinguished from "literary" or "esthetic." In his college work as in his morals he stood with his feet firmly planted on mother earth. He knew the keen value of mathematics and of science, he felt the absolute need of modern languages. Each year his love and appreciation of these studies grew and at the end the plan of his college work was a well-moulded and consistent one.

Just one-half of Roosevelt's total elective work was devoted to natural history, almost a third to modern languages, but not a single hour did he give to Latin or Greek, not a single hour to English composition or history. Grant, leader of the "largest civilized armies the world ever saw," at West Point read novels and almost failed to pass in the study of army tactics; Webster, scholar, logician, dis-

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liked Greek and hated mathematics; Emerson, philosopher, fared not too well in philosophy; and now Roosevelt—historian, journalist, lover of the classics, is found in the ranks of the anomalies. He took no more history, no more literature, no more classics than was required, and moreover, in the single Latin and Greek courses that were required he failed to get a grade of seventy percent. Indeed, even before he entered college he did not affect the classics, for he chose the set of entrance examinations that demanded the minimum of the classics and the maximum of mathematics, and passed the examination in mathematics with so high a mark that he was admitted with a very few others to the advanced freshman course. Yet Mr. Jacob A. Riis, one of Roosevelt's most intimate biographers, surmises, "I have a notion that he did not like arithmetic. I feel it in my bones, somehow." Who, indeed, would have conceived such a reversal in a man's aptitudes? Who will now say that as the boy is so will be the man, or, that as the man is so was the boy?

Mr. Riis' inference suggests another that he, Professor Hugo Munsterberg and other writers have made, that Roosevelt, who has

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written, as well as made, so much history, must have delighted in the study of English composition and of history when an undergraduate. Yet he took only the prescribed courses in those subjects.

He took but a single course in history, that, in his sophomore year, a not very comprehensive one requiring attendance at two lectures a week during one-half the college year. His required work in English composition was more comprehensive, however, extending through the first half of his sophomore year and through his junior year and demanding four forensic themes in his senior year. In these courses Mr. Roosevelt did not succeed too well, yet, Mr. Guild says that "in writing, Roosevelt's ability was thoroughly understood but very little displayed," and his election as an editor of the "Advocate" was a recognition of his ability to write. The courses in composition required the writing of sophomore themes, junior themes, junior forensics, and senior forensics. In junior themes he obtained a fair place on the rank-list, but in the other courses his name is missing, that is, he did not get a grade of seventy per cent.; and in one of these other courses, senior forensics, he was

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one of the very few men whose efforts failed to be discerned by Professor Andrew Peabody, "that much-loved professor whose very failings leaned to the rank-list side." Mr. Roosevelt, like most writers, is not proud of his college themes and says he would rather they were not brought into the light, but his contributions to the college papers are discussed in another chapter.

There was a reason, and a just one, why Roosevelt neglected his senior forensics. His friends told him he could write well, and now the full-ripe plan of his first book dangled before his eyes ready to be plucked and shaped by his eager hand. Who would not choose the writing of a book to the writing of college themes? And who cannot picture the impatient Roosevelt fretting within the limits of theme paper and fifteen hundred words? Who cannot see him trying to tear himself away to fields of larger endeavor and greater deed?

As for his rank in other studies — in his single history course, as in most of his prescribed courses, that is, in rhetoric, logic, and psychology, Roosevelt's marks were high. In all of his elective courses, except one in French given once a week, his name is found on the

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rank-list well toward the top; in eight of these elective courses his mark is eighty-nine per cent, or over, and in one of them, a popular but not easy course in political economy, his name is first upon the printed rank-list. In his advanced courses in political economy, involving the study of Cairnes, McLeod, and Bastiat, his marks were commendable. Of his German courses, one was "historic prose" and the other two were devoted to composition and oral exercises. His courses in Italian required a great amount of reading and approached more nearly to pure literature than any of his chosen studies.

The term "natural history" comprehended more thirty years ago than now. Roosevelt's courses in that subject, in which he received honorable mention in his degree, included comparative anatomy and physiology of vertebrates, elementary botany, physical geography and meteorology, geology, and elementary and advanced zoology. In all these subjects he succeeded in getting marks so high that he could easily have won final honors, which are prized far more highly than honorable mention, by taking extra examinations; but having got substantially all he could from his

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college course he cared little for the laurel — he went to college, we have seen, not for fine marks but for an education.

Roosevelt was a disputatious youth whose presence in class was always felt. In his freshman year he disturbed a class when the instructor, calling the roll for the first time, addressed him as "Ruse-felt." The spectacled little man was instantly on his feet insisting very earnestly that he was of Dutch descent and his name should be pronounced "Rosevelt." A thousand times since that day he has heard people mispronounce his name and if one listens to one's neighbor one concludes that half the nation go on saying "Ruse-felt" or "Rus-e-velt" for "Rose-velt."

Roosevelt's classmates remember a slender nervous young man with side-whiskers, eyeglasses, and bright red cheeks red-hued from a bright necktie, who climbed with them in the freshman year to a small recitation room on the top floor of University Hall. "We were having problems from Todhunter's Plane Trigonometry," one of them writes, "and they were more difficult than any given before. In those years if the instructor did not arrive before five minutes past the hour at which the

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lecture was to commence we were allowed a 'cut.' This day we looked into the room, compared our watches and lingered in the hall until the time was up. Then we romped down stairs; that is, most of us did; but there was one youth who was there for business. He went into the room, looked at the blackboard just at the right of the door and found it covered with trigonometric formulae. One after another he read, following the blackboard round the room, and when he had almost reached the end he all but bumped into the engrossed instructor writing away behind the open door. We were sauntering across the Yard when we heard Roosevelt shout from the steps. 'Come on back fellows. He's behind the door.'"

The students in sophomore rhetoric remember that Roosevelt was the first to question the instructor, that thin-voiced, sandy-haired, blue-eyed man, that famous rhetorician, Adams Sherman Hill. Most of the class, one of its members said, were quite satisfied to take what was given them, but "Roosevelt was always asking questions, always pinning the instructor down to hairbreadth points." Professor Hill grew tired, as professors in their dignity

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do, of having this over-zealous censor wait on his remarks, and looked about for a gentle way to silence him; perhaps he learned it in conversation with other instructors about Roosevelt, perhaps he divined it one bright day when he was reading to the class a theme as an example of precocious sentimentality. For suddenly, so one of the students says, he paused and looked thoughtfully at Roosevelt; then he asked him to criticise the theme. The censor for once lacked his usual assertiveness, and Professor Hill seemed encouraged. A second later he glanced up and asked Roosevelt to state specifically what he thought of undergraduates prematurely falling in love. Roosevelt stammered and was quiet, and the class laughed cruelly and long, and soon all the college knew, when they turned and saw him blushing as furiously as a girl.

Roosevelt always took his inclination to question and to investigate with him; he never got through investigating and being investigated, he wrote to the secretary of his class years later when Civil Service Commissioner. One such man in a community is often disconcerting, but two seek one another out like giants of the woods. They always respect

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one another and they are always happy together, just as they would be if turned adrift on a flood or left in the middle of the Sahara.

The two score of undergraduates in Geology IV, a course conducted by Professor Shaler, still remember a scene in a small low-ceiled classroom at Harvard thirty years ago. That tall, light-haired man, with his bright eyes gleaming out of a bushy beard, moved about with his startling activity on a small platform. He talked and illustrated, now facing a chart, now facing the students gathered in a semi-circle at long uncomfortable red plank desks. They felt that the little room had an air of home-like informality, that the impromptu words of the master were falling like the pleasant discourse of a father to his son. He made them feel free to show their interest by asking questions, but they felt that questions bothered him, trying as he was to review a large field of knowledge in a short time; they felt, in fact, that questions had been showering too rapidly upon him — that over-live Roosevelt with his abounding curiosity asked most of them.

They had just settled on the hard benches and the lecture was hardly under way. Pro-

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fessor Shaler was facing a chart, pointer in hand, talking. In a few moments they were sitting erect, marvelling at a point as it was driven skilfully to the close of a perfect rhetorical climax. Then a disharmonizing, vehement question broke in and anticipated the conclusion.

Again they were sitting erect, following with eager interest a long periodic sentence rolling melodiously from the lips of the master. Again a question in that same vehement voice interposed, and again the master answered. He turned back to the chart:

"As I was saying, gentlemen, when Mr. Roosevelt asked his second question." And those who were near Roosevelt saw his bright eyes twinkle. Then, sharp as two taps of the pointer on the chart, they heard two questions pop into the expectant air. The gray-bearded teacher whirled about and a storm was in his bright eyes.

"Now look here, Roosevelt," he said, "let me talk. I'm running this course." The storm had gone in a playful gust.

No wonder Roosevelt loved this soldier, writer, scientist and man of action, who had walked round the coast of the British Isle on

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a pleasure jaunt. If one could detect the influence one man has on another, half the problem of biography would be solved, but this beloved old man was long a peculiar inspiration to Harvard men. "Is it a mere conceit," as Mr. Ranlett asks, "to think that from the study of Nathaniel Southgate Shaler, keen observer, good fighter, good friend, hater of shams, some strong and vital emanation of spirit may have passed into the character of Theodore Roosevelt?"

CHAPTER IV.

AS AN UNDERGRADUATE JOURNALIST

ONE autumn afternoon in his senior year Roosevelt moved about among the shelves of the college library seeking a subject for a forensic theme. Quite unaware that in that busy and ordinary place he was to take his first great stride into the world's activities, he stood before one shelf after another, his hands deep in his trousers pockets. Now he pulled down a book, only to shove it energetically back into place, now he rested one in his left hand and turned its leaves with his right. Finally he reached for a dusty green-backed old volume crowded against the wall. With real affection he glanced at the well-worn name of the author—the author he had loved as a boy for his tales of sea and of war, that popular writer a few generations ago, James Fenimore Cooper.

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But now boyish days were past and not as a boy did he turn the dog-eared leaves. He remembered his uncle, a naval officer, regretting that there was no trustworthy historian of the naval aspects of the War of 1812. At a time when unprejudiced assertion was unlooked for and partiality was considered patriotism, James had written for Englishmen, Cooper for Americans. Only absolute fairness, Roosevelt knew, only a mind so precise that Americans and Englishmen must agree with it, could reconcile their works. He seated himself at one of the long reading tables with the dusty old volume in front of him and thought no more of his college theme that day.

A few months later the "Crimson" said that a "prominent member of '80' had of late 'turned editor.'" Two years later this prominent member had finished "The Naval War of 1812." In the preface occurred these words:

"It is worth while to study with some care that period of our history during which our navy stood at the highest pitch of its fame; and to learn anything from its past it is necessary to know, as near as may be, the exact

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truth. Accordingly the work should be written impartially, if only from the narrowest motives. Without abating a jot from one's devotion to his country and flag, I think a history can be made just enough to warrant its being received as an authority equally among Americans and Englishmen."

Only a short time afterwards the Englishmen themselves recognized the young American historian by asking him to write the chapter on the naval operations of the War of 1812 for the "History of the Royal Navy."

Roosevelt dived deeper into literature than he had first planned to do, for his avowed profession during the last years of his college course was journalism.

The perfect education of a journalist is an old question which educators have argued, about which our greatest journalists have agreed. They have been consonant in this: that a journalist should have a plenteous store of information about all a newspaper is concerned with; that he must learn to work as persistently as news is in coming in; that he must get on with his fellows, must know how to write clearly, accurately and fearlessly.

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Even when in collège Roosevelt seems to have felt that a journalist should know something about everything — enough business to discover a merchant's profits, enough theology to criticise the reasoning of the preacher, enough law to judge of the logic of the lawyer, enough general information to understand the bulletins of a physician, the machinations of politician or pawnbroker. He set about to store this information with the scientific zeal with which he strove to build up a weak body. He fed habitually on what was at hand; if a newspaper or a book he studied it; if a college lecture he questioned; if he walked in the fields, he studied nature; if rowing, he watched the toiling oarsmen in the next wherry; if an athletic contest, he noted how the runner braced and flung himself forward at the shot; if a meeting with his fellows round a fireside or under the elms in the Yard he studied them and learned the secrets of their personalities, discovered their weaknesses and their powers. The naturalist looks out on the universe from the point of view of a naturalist; the physicist, lawyer and moralist look out from theirs; the student of languages glances over his book on a certain perspective, a per-

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spective differing from that of the scientist in his laboratory or the mathematician in his study. Each of these men, every man in all the world, sees his surroundings in a certain individual light, and each observes more sharply within a certain familiar field. This rule of familiarity holds in the smallest acts of life — the winding of a watch, the stroke of a tennis racquet. Consider now from what different points of view, with what enthusiasm for each, this self-centered youth must have looked on all that goes to make environment.

"Never have I seen or read of a man with such an amazing array of interests," says Hon. John Woodbury, one of Roosevelt's classmates. "He used to stop men in the Yard, or call them to him. Then he would block the narrow gravel path and soon make sparks from an argument fly. He was so enthusiastic and had such a startling array of deeply-rooted interests that we all thought he would make a great journalist."

No one has denied that Roosevelt has a ponderous store of fact, no one has denied that he is a relentless worker, that he gets on with his fellows, that he writes clearly, accurately, and fearlessly. Yet these are the simpler

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characteristics that great journalists thought necessary to their profession. And who will deny that Roosevelt has the intuitive power of a great public leader, a power that runs along ahead, coach-dog fashion, pointing out the way that slow-moving public opinion is to traverse? He had that power of rushing to conclusions when an undergraduate. In the man it has been called impulse, politics, or radicalism.

Roosevelt's is the typification of the American mind. His conclusions seem to come intuitively, as quickly as those of a woman, with quite as surprising rapidity as Jackson's did a century ago. It makes him dangerous in theory; in practice it makes him immensely popular.

Although the similarity has not been pointed out, he is remarkably like Jackson in many ways. A few years ago the nation thundered applause for the doughty leader of the Rough-Riders, a century before the rash old soldier thundered at his troops in the Everglades; the leader of the Rough-Riders had entered politics as an avocation and the indomitable old man before him was forced to do so; the young element of the West found an ideal in Roose-

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velt and demanded his nomination as Vice-President, just as a century before the young men came out of the Mississippi Valley and put Jackson into office; there he waged war on a Congress often recalcitrant or inert by appealing to public opinion, and a century later Roosevelt's relations with Congress were almost the same. What will be remembered, however, as even more remarkable than the similarity in their relations to history, will be that both had this peculiar type of intuitive mind, acting not merely in politics but in the smallest affairs of life.

But Roosevelt has, what Jackson did not have — that bigness of soul found so gloriously common in the utterances of the great men of Greece and Rome. To the spirit of many of these men, Thucydides, for one, the spirit of Roosevelt's utterances is remarkably analogous. His messages and the "Strenuous Life" have been found adapted to translation into Greek and into Latin. Nevertheless, if we may judge by random selections, we have the puzzling consideration that Roosevelt employs fewer words of classic origin than Lincoln did, and Lincoln, we know, used in some passages fewer Latinized words than are found on many

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pages of the "Pilgrim's Progress," the ideal typification of almost pure Saxon.

Roosevelt has, apparently, fewer words of Latin derivation in his messages than in his essays, fewer still in his letters—the less literary is his effort, the fewer words of classic derivation does he use. He employs only as many such words as are absolutely necessary to make his meaning clear, in fact sometimes he chooses several Saxon words where one Latinized one would suffice. Even as an undergraduate he preferred the Saxon. His compositions then, such as are preserved, although about athletics, a subject which requires expressions of modern origin, have even fewer of the old words than his later writings. He loves classic literature, evidently, and reads it for what it is, but loves his own literature better and finds it more in harmony with the expression of his thoughts. Doubtless in dictating—for he dictates nearly everything he writes—he uses the first word that comes into his mind, and such words are usually Saxon. This fondness for modern languages has never left him open to the accusation of not making his meaning clear; his utterances percolate to the most uneducated and to the most cultured,

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and, like a wandering prince, everywhere he is understood and the force of what he says is felt.

So Roosevelt's bigness of soul is not literary skill; it must be personality. In Lincoln's speech at Gettysburg there is more than great benignant earnestness, more than a certain restraint and the feeling of war itself, more than a wonderful choice of words, "there is something else there." This unknown quality is found, though in a less degree, in Washington's Farewell Address. If Lincoln had been a contented lawyer during the years previous to his famous speech instead of a sad-faced man watching the nation crush at his feet like floating ice, if Washington had been a contented farmer instead of a disheartened soldier and a maligned President, their words would not have fallen like flakes of fire; the distinguished strength would have been wanting. It seems to come from only a great personality kindled by intense emotion. Roosevelt has not suffered as Lincoln or Washington did, yet he has suffered more acutely than most men. At one time he was hurrying from Europe to the funeral of his fair young wife, to the death-bed of his beautiful little mother. At another

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time a dying President lay in a city quaking with shouldering crowds, and afar off, amid the balmy febrifuge of mountains and pines, he was pacing back and forth before a lighted cottage, awaiting the word that was to raise him to the highest office of his nation. Such a crisis fired the soul of Vice-President Arthur with new strength; perhaps it gave Roosevelt that peculiar power that makes his utterances so effective.

Roosevelt's writings first impress one as admonitory, for it is the privilege of a public man to be admonitory, then as friendly, then as almost paternal. No man ever knew the power of iteration better than he. He would have made a great preacher and there is room for one. "Without being fanciful, we may fairly think" that this pleading for the ideal "comes down to him from those ancestors of his own who died in the dykes of Holland, for the freedom of their country and for their religious faith or who gave up their lives in support of the Covenant among the rugged hills of Scotland."

So Roosevelt is sincere, Roosevelt is earnest, Roosevelt is a practical idealist. Now let us go back thirty years and see if all these char-

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acteristics are not found in a single excerpt from one of his editorials in the "Harvard Advocate:

"The football season is now fairly opened and it is well to take a glance at what our rivals are doing . . . At present it hardly seems as if the team would be as good as last year's, but their playing is improving every day, and nothing but very hard work will enable our men to win the victory . . . What is most necessary is, that every man should realize the necessity of faithful and honest work, every afternoon. Last year we had good individual players, but they did not work together nearly as well as the Princeton team, and were not in as good condition as the Yale men. The football season is short; and while it does last, the men ought to work faithfully, if they expect to win back for Harvard the position she held three years ago."

Seldom do undergraduates rise up and preach to other undergraduates; usually they only strive to be agreeable. Yet this excerpt is from one of three little sermons wedged in college trivialities and fun. They stand out because they are so earnest, because they are

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frank, because they preach, they preach the doctrines of hard work.

Roosevelt was not active as an undergraduate journalist. The three articles that he wrote, two of which are signed by the initial "R," were arranged for at a meeting of the editorial board of the paper shortly before the issue of October 17, 1879, in which they appeared and in which his editorialship was announced.. He did not enter a competition for his place on the board but was made an editor, Professor Hart, who was President, says, because he was recognized as an able writer. He rarely attended the meetings of the board. Though not lacking in enthusiasm he was overwhelmed with accumulating activities. About this time he resigned from his office in the Natural History Society. He was at work on his book, and, moreover, he was all but engaged to Miss Lee.

CHAPTER V

IN ATHLETICS

IT is a remarkable fact that Roosevelt, the frail little freshman of a hundred pounds, though he could not hope to attain a place on any crew or team representing Harvard, could not, in truth, hope to win in any individual contest of physical strength, should have accomplished out of mere enthusiasm, perhaps, more for American athletics than any man in his class; for to Roosevelt is due in no small measure the credit of founding the dual track meets between Harvard and Yale.

In his senior year, in a letter over his initial to the "Advocate," he urged that the impulse needed to make track athletics at Harvard what they should be was a series of contests with Yale in the spring and fall of each year. In the next issue the "Advocate" said that the Yale papers upheld the plan but Yale herself was without any "official association to act

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in the matter." Four years later, by vote of the few Yale men who evinced an interest in track athletics, Howard Stafford Brooks was elected captain, and he straightway set to work to raise a thousand dollars from the graduates of the two universities for the purchase of a cup. Not long afterwards the two teams began their regular contests in the spring and fall which later, because of the popularity of football, were resolved into the single great contest still held each spring.

About the time dual meets were suggested by Roosevelt all sports seemed to be taking on new life. It was long before the stadium, giant grandstands, and tens of thousands of spectators; then the two colleges were struggling for what in the public eye stood not only for supremacy in American athletics but the supremacy of American colleges as well. With its onlookers standing round the uneven field a football game between the greatest of American colleges was like a high-school game now. But even then the undergraduate heart at Harvard beat faster at the mention of Yale.

Harvard played her first football game with Yale in the fall of 1876, when Roosevelt was a freshman. She had played Canadian teams

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as early as 1874 in both the spring and fall. In 1875 the team lost to Princeton but won from Columbia, Tufts, and McGill. No game was played with Yale because she insisted on playing with eleven men and Harvard's games had all been played with fifteen. This difference was settled and enthusiasm ran rife when the first game between the two universities was announced for November 18, 1876, at New Haven.

"At two o'clock," the correspondent of the "Advocate" wrote, "we were on our way to Hamilton Park, a mile or two from the College. The field is an excellent one, but the preparations were wretched. Pieces of clothes-line supplied the places of cross-bars on two very short goal-posts; there was nothing on one side and only a faint streak of lime on the other, to mark the touch-lines; and nothing but a guess could indicate the centre of the field, where the ball was to be placed for the kick-off. The two teams made a very pretty appearance on the field in their bright new uniforms."

Yale won this game by a single goal though Harvard — for they scored differently then — got three touchdowns. Two years later Yale

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won another game at Boston and the following year the most exciting contest held up to that time in America was fought to a tie on the Yale grounds. The year Roosevelt was graduated Harvard lost to Yale.

In baseball, however, an older and more established sport, Harvard was winning year after year. In 1876 her team was victorious in two of the three games played, and so again in 1877; in 1878 and 1879 the Harvard team won three of five games in each year, one in the latter year, a shut-out. In 1880 each team won two games.

In the crew races, too, Harvard was victorious over Yale. She won in the first three years Roosevelt was in college but lost in 1880. That year, in fact, was disastrous to all the Harvard teams, and, though Roosevelt's class might have found some solace in the fact that its freshman football team had defeated Yale's, yet the freshmen crew lost its race at Saratoga to Cornell, and in the class races, which were begun in Roosevelt's junior year, eighty was last in one race and not far from last in the other.

Lacrosse and cricket were almost unknown at Harvard, and to play tennis designated what

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Roosevelt has called a molly-coddle; the undergraduate papers were continually poking fun at the effeminate men who were addicted to this new pastime, and, although a tournament was held, it was not until 1883 that a team representing Harvard was organized.

In this day of the beginning of indoor athletics, and till the completion of the Hemenway Gymnasium in 1880, they were held in what is now the Germanic Museum. In some of the meets there were but one or two entries. The accommodations, as one of the college papers described in 1876, were wholly inadequate:

“There are freshmen playing around like calves in a meadow, getting in everyone’s way, and, in their childlike innocence, deluding themselves with the belief that they are exercising. There are boating men and grinds, and vain men and modest men, all breathing the same bad air. One has to wait his turn at almost every piece of apparatus, and several pieces it is impossible to use at all, on account of the lack of room; while it is impossible to move around without running the risk of a broken head from an Indian club, or the

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external application of a dumbbell to the pit of the stomach."

Here Roosevelt used to exercise religiously and here at least one furtive freshman is recalled as having met him. He was exercising one day when he observed next to the apparatus he was using a set of parallel bars between which another freshman pushed himself backward and forward more violently and more rapidly than any one else. When all out of breath, he dropped to the floor and gasped: "My name's Roosevelt. What's yours?"

He showed his interest in all branches of athletics. Classmates recall him as a football scrub with a bright red jersey, tripping about Holmes Field, the man with the morn-ing in his face. He had announced his intention of entering a light-weight sparring contest from which his classmate, William A. Gaston, who was heavier and stronger, withdrew to make a place for him. For this Roosevelt was anxious to assist his friend in some way so he encouraged him to enter a wrestling match — but Mr. Gaston has told the story:

"The rules for wrestling matches in those days were arbitrary — different at each meeting according to the views of the umpire. If

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you thought a decision unfair, all you could do was to appeal to the committee in charge of athletics.

"There was going to be a lightweight wrestling match. I hesitated about entering it. Roosevelt said, 'Come on, Bill, I'll train you.' He didn't know any more about wrestling than I did. The first day I threw two men and had just got the first fall from a third when the umpire called off the sports for the day, insisting that the last fall I had got should not count. Of course that meant that I should have to throw my opponent three times and he throw me but twice to win a victory. Roosevelt banged his foot down on the floor. 'Outrageous! Bill, it's outrageous! Come on, we'll go and appeal to the committee.'

"-'Now Bill, you're hot-tempered,' he warned as we approached them. 'I don't want you to say a word. I'll talk to them. I'll explain this thing.' In ten minutes Roosevelt had offered to fight everyone of them. I had to pacify him and smooth things over. We won our point though."

Roosevelt weighed but a hundred and thirty-five pounds when he entered the lightweight sparring contest, the only event he ever en-

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tered. There were only six contestants, the "Advocate" says. "In the first bout Mr. Hanks won. The second bout, between Mr. Coolidge and Mr. Roosevelt, was won by the latter, who displayed more skill and coolness than his opponent. Mr. Cushing easily won the last bout.

"Mr. Hanks was then paired with Mr. Roosevelt, and a spirited contest followed, in which Mr. Hanks succeeded in getting the best of his opponent by his quickness and power of endurance."

"It was no fight at all," says one of the students who were gathered round the toiling men. "Hanks had the longer reach and was stronger and Roosevelt was handicapped by his eyesight. I can see that little fellow yet, staggering about and banging into air. His opponent could not put him out and he would not give up. He showed his fighting qualities, but he never entered another bout."

In his vacations and in one Christmas recess, while hunting in the Maine woods, Roosevelt showed his grit in other ways. "He was undersized for eighteen," William W. Sewall, his guide, writes, "but what he lacked in strength he made up for in courage. "He had

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enough moral and physical courage for a man who weighed a ton." One day when the snow was deep and they were tramping through the white woods after caribou Roosevelt lost one of his snowshoes while fording a rapid stream, but with only moccasins he insisted on climbing Mt. Katahdin, to where they were camped. His feet were terribly bruised but he had not uttered a whimper. In the West, a few years later, Mr. Sewall says, Roosevelt's horse reared and fell on him, breaking the point of his shoulder blade, nevertheless he kept to the trail for three days before the injury was attended to by a physician. His bravery cropped out one day when he heard that a cowboy rough had threatened to shoot him full of holes. Roosevelt looked for the man, rode up to him, and asked him if the report was true. The cowboy promptly denied it. He was also threatened with a real French duel by a real Frenchman, but he took such vehement delight in furthering arrangements that the opponent apologized and actually invited Roosevelt to dinner.

Some students take their exercise as others go to church — sighing on their way, bringing a subject to cogitate on while there, and exult-

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ing when the thing is done with. But in exercise Roosevelt showed the practical application of an earnest man. Probably today he relishes no more exquisite gratification than knowing that not only did he accomplish much by his enthusiasm, but that he has consciously built up the weak frame of the little freshman who entered college thirty-five years ago into the body of a strong man.

CHAPTER VI

GRADUATION.

WHEN Roosevelt's class put out from college to lose itself in the classes of two hundred and fifty years, the Advocate commented on the number of prominent men it contained—men prominent in scholarship, in literary ability, in executive talent, in athletics; but the Crimson could find use for no adjectives stronger than creditable, good, and average. And now the years have gone by and no class within twenty years of it, perhaps no class in the two centuries Harvard has given men to the nation, has cut so deeply and in so many ways in the activities of the world. In it were Albert Bushnell Hart, editor, teacher, historian; Robert Winsor and Arthur Perry, successful Boston financiers; Doctor Henry Baldwin, noted alienist; Arthur Hale, general superintendent of transportation of the Baltimore & Ohio Railroad and the late

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Henry B. Chapin, general traffic manager of the Boston & Albany; John Woodbury, secretary of the Metropolitan Park Commission of Boston; Richard W. Welling, chairman of the Civil Service Commission of New York City by appointment of Mayor Gaynor; William S. Andrews, judge, New York Supreme Court; William A. Pew, colonel of Spanish War Volunteers; Charles G. Washburn, Congressman; William A. Gaston, organizer of the Metropolitan Street Railway system of Boston, repeatedly a nominee for governor; Josiah Quincy, assistant secretary of state, Mayor of Boston, nominee for governor; Robert Bacon, secretary of State, ambassador to France; Theodore Roosevelt, President of the United States.

Imperceptibly, as unconscious as a tree grows, these men were rounded out by four years of association. Although genius is not infectious, the homely virtues are, and by these Roosevelt and his classmates have risen. Never were the benefits of friendship better exemplified than by the careers of two of those eight men of whom Roosevelt was one, who gathered together for their meals through their four years at Harvard. One of them, G. Gorham Peters, has suffered ill health; of the

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other seven, Richard M. Saltonstall, Roosevelt's nearest college friend, is a leading Boston attorney; Ralph N. Ellis, a successful business man; Charles Ware, a successful physician; C. Minot Weld, a millionaire cotton broker; Henry G. Chapin was at his death general traffic manager of the Boston & Albany Railroad; Charles G. Washburn is head of a large wire corporation and a prominent Congressman; Theodore Roosevelt, Ex-President of the United States.

Yet these men never knew their strength till, like fishermen in their yawls, they put out alone. There was George von L. Meyer, in the class of '79, with whom Roosevelt loved to talk about undergraduate athletics, later to swing alongside and be his postmaster-general in the conduct of a nation; there was Bacon, whose election as captain of the freshman crew Roosevelt opposed, destined to be his secretary of state; and Leonard Wood, a freshman in the Medical school when Roosevelt was a senior in the College, and Curtis Guild, Jr., neither of whom Roosevelt more than knew, both of whom became his intimate friends during the Spanish War, after which Roosevelt secured Wood's election to the only honorary member-

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ship in the class of 1880; there was Henry Cabot Lodge, a writer and an instructor in history in Harvard College, whom Roosevelt did not like and whose courses he refused to take because he thought he "marked papers too hard," to whom he was to be tied by the bond of friendship when each became the champion of his respective state in supporting the movement to nominate Edmunds for President in 1884. There was C. S. Hanks, who pummelled Roosevelt in a boxing match and years later rose into publicity with the assertion that he could get from scheming railroads information that the President could not get, who was told to go ahead, who failed, and died soon afterwards; Professor Sumner of Yale, who addressed the Finance Club, Charles Eliot Norton, president of the Art Club—two old guards of anti-imperialism, two strong foes of expansion, whom Roosevelt oppugned with all his might. There was President Charles William Eliot.

One day a committee of students climbed to the office of the austere educator, who rose from his desk chair to greet them. There was a pause. "Gentlemen," said the President, expectantly. Then the student with the most

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words to his tongue stammered forth an introduction, after this fashion: "Mr. Eliot, I am President Roosevelt." Too prophetic perhaps to be believed, yet true.

As for the undergraduate, Roosevelt, if there is any virtue taught by his student life it is wide-awake practicality. Intensated by all the starts and sallies of his capricious temperament Roosevelt's life is there in the records, the life of a deliberator. Opportunists do not set out in lifelong struggles to build up their bodies, nor plan with care their mental pursuits, nor value the shifting moment. But Roosevelt did all these things. If this spirit of deliberation were applied to the capturing of an office it would be called, opprobriously, ambition, but if that is ambition, then all really successful men are ambitious; for without power to discover his own needs, to survey his own course, to forge ahead, a man is like a ship without a rudder, drifting.

Roosevelt was no dream child drifting on a tranquil stream to fame. He labored all his way. Thirty-five years ago we saw that he dropped from a horse car in Harvard Square, thin-chested spectacled, nervous and frail. Now there hangs in the living room of the

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Harvard Union, after all this distance and change, the portrait of a sturdy, gray-locked figure, watchful, decisive, confident,—looking down on the endless procession of youth. The little freshman of thirty-five years ago has become a strong man.

PART II.

PART II.

CLASS REPORTS.

AT stated intervals it is the custom for each Harvard graduate to furnish his class secretary with a brief outline of the principal incidents in his career for publication in the class reports.

The following, which includes such extracts from Mr. Roosevelt's letters to the secretary as he has seen fit to quote, have appeared in the reports of the class of 1880.

COMMENCEMENT, 1883.

During the winter of 1880-81, the secretary of the class supplied the information that Roosevelt attended the Columbia College Law School. Was married October 27, 1880 to Alice H. Lee of Chestnut Hill, Mass. Spent the summer of 1881 in Europe, and while in Switzerland ascended the Matterhorn and Jungfrau.

In November, 1881, ran for the New York

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Legislature from the Twenty-first Assembly District, and was elected by 1,500 majority, running 50 ahead of the ticket. Writes as follows: "Paid attention chiefly, while in the Legislature, to laws for the reformation of Primaries and of the Civil Service; and endeavored to have a certain Judge Westbrook impeached on the ground of corrupt collusion with Jay Gould and the prostitution of his high judicial office to serve the purpose of wealthy and unscrupulous stock-gamblers, but was voted down." In November, 1882, ran again and was elected by 2,400 majority, running 2,000 ahead of the ticket. On January 1, 1883, was nominated by the Republican legislative caucus as candidate for Speaker. As the Democrats had the majority this was merely a complimentary nomination as leader of the Republican side of the House.

Has written "The Naval War of 1812," published in 1882 by G. P. Putnam's Sons, New York; and various political pamphlets.

(A picture of the Hon. Theodore Roosevelt appeared in Harper's Weekly, April 21, 1883)

COMMENCEMENT, 1886.

In 1883 Roosevelt was elected for the third

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time to the New York Assembly. He was made chairman of the Committee on Cities, the most important position next to that of Speaker, and also of a Legislative Investigating Committee which did more work than had ever been done by a similar body. As chairman of the committee he introduced and passed a series of laws which practically revolutionized the municipal government of New York.

In 1884 he captured the State Republican Convention for Edmunds as against Blaine and Arthur, and went as the head of the New York delegation to the National Republican Convention. In the ensuing presidential campaign he took part on the Republican side, speaking in New York, New England and New Jersey. He refused a nomination to the Assembly, and also refused two nominations for Congress.

In 1885 he opened the Republican campaign in Northern Ohio, and spoke also in New York and Massachusetts.

Writes as follows from Elkhorn Ranch, Medora, North Dakota, April 15, 1886:

"In 1883 and since have spent most of my summers on my cattle ranch on the Little Missouri in western Dakota, or in making

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hunting trips from it after bear, elk, buffalo, etc.

"In 1883 published an enlarged edition of my 'Naval War of 1812.' In 1885 wrote 'Hunting Trips of a Ranchman,' have just got out a second American and a first English edition. Have contributed a number of political essays and sketches of sport and adventure to the Century Magazine, the North American and New Princeton Reviews, and to Harpers.'

"In New York am a member of the Century, Union League, University and other clubs, including the Meadowbrook, as I am fond of riding to hounds. Have now built a country house at Sagamore Hill, my place at Oyster Bay, Long Island, where I intend to live.

"My time has been pretty nearly divided between ranching, literature and politics. My address is New York.

APRIL 10, 1890:

"In the fall of 1886 I ran for Mayor of New York on the Citizens' and Republican ticket, against Henry George, the labor candidate, and Abram S. Hewitt, the nominee of the united Democracy, who was elected. In the presidential campaign of 1888 I was on the stump for the Republican ticket. On May 10,

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1889, I was appointed United States Civil Service Commissioner, and for the past year have been up to my ears in one unending fight to take and keep the Civil Service out of the hands of politicians, and I may say without question that during this year the law has been observed in the classified service under our charge more rigidly and more impartially than ever before.

"In 1886 I wrote the 'Life of Thomas Hart Benton,' in the American Statesmen series, and in 1887 the 'Life of Gouverneur Morris' for the same series. In 1888 I published my 'Ranch Life and the Hunting Trail,' and in 1889 the first two volumes of 'The Winning of the West.' Have contributed a number of political essays and sketches of sport to the Century, St. Nicholas, Murray's Magazine (London), etc.

"Made a trip through Europe in the winter of 1886-87. I spend a couple of months on my ranch or hunting in the Rockies each year, and the rest of my time on my place at Sagamore Hill, except for a winter visit to New York. This year I have been obliged by my official duties to live most of the time in Washington."

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Washington, D. C., March 25, 1895—"Since 1890 my residence has been Washington, in winter, Oyster Bay, Long Island, in summer, except when I was on my ranch on the Little Missouri or on a hunting trip. I have been United States Civil Service Commissioner all the time, having been appointed such May 9, 1889.

"I now have five children. My third child, a second son, Kermit, was born October 15, 1889, my fourth child, Ethel, August 10, 1891, my fifth child, Archibald Bulloch, April 9, 1894.

"I haven't made any journey in foreign countries, save a flying trip to England and France early in '91, but I have made several hunting trips in the Rocky Mountains, which were a good deal more important and interesting than going to Europe.

"Civil Service Commissioner is about all the office I have held.

"My 'History of New York' was published in 1891; my 'Wilderness Hunter' in 1893, the third volume of the 'Winning of the West' in 1894. I have written for the Century, Atlantic Monthly, and Forum on various occasions, but I do not recollect the dates and titles of the

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pieces now. I don't remember how many addresses I have made at public meetings.

"Except the fact that I have been annually investigated by Congress and have made about monthly investigations of other officials myself I do not know that I have had many interesting experiences, unless you include bear hunting in the list."

Roosevelt resigned as United States Civil Service Commissioner April 30, 1895, having been appointed by Mayor Strong Police Commissioner of New York City, which office he accepted and still holds.

COMMENCEMENT, 1900

"I shall be at the dinner.

"Answering your questions: I am now Governor of New York, having been elected in November, 1898. Since writing you, five years ago, I have been assistant secretary of the Navy under President McKinley's administration, and lieutenant-colonel and afterwards colonel of the First United States Volunteer Cavalry in the war with Spain, being brevetted as brigadier-general and acting as such in command of the Second Brigade of the Cavalry

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Division during the latter part of the Santiago campaign.

"On November 17, 1898, I had a son, Quentin, born to me. I now have four sons and two daughters.

"June, 1899, Columbia University made me an LL. D.

"I have published 'American Ideals,' 'The Rough Riders,' and a 'Life of Cromwell.'

"Member Board of Overseers of Harvard College, term expiring 1901."

COMMENCEMENT, 1910.

He was Governor of New York from January 1, 1898 to December 31, 1900. He was Vice-President of the United States from March 4, 1901, until September 14, 1901, when, on the death of President McKinley, he succeeded to the office of President. He was elected President of the United States on November 8, 1904, by the largest vote ever given to a candidate for that office, and was inaugurated on March 4, 1905.

PART III

PART III

ADDRESSES

LONG after Roosevelt, the undergraduate, had put out from Harvard, he addressed the college men of America. On one occasion through the pages of the "Harvard Graduates' Magazine;" on the other in an address at the Harvard Union. Both were able and vigorous pleas for the rational idealism which he in his college life had in a large measure given expression to. So few men retain the ideals of early youth that no feature of these mature expressions of opinion on Mr. Roosevelt's part is of greater interest than the marked evidences running through them of the unchanging standards which years before he had set for himself.

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THE COLLEGE MAN.

An Address Delivered at the Harvard Union.

"It is idle to expect, nor indeed would it be desirable, that there should be in college a uniform level of taste and association. Some men will excel in one thing and some in another; some in things of the body, some in things of the mind; and where thousands are gathered together each will naturally find some group of especially congenial friends with whom he will form ties of peculiar social intimacy. These groups — athletic, artistic, scientific, social — must inevitably exist. My plea is not for their abolition. My plea is that they shall be got into the right focus in the eyes of college men; that the relative importance of the different groups shall be understood when compared with the infinitely greater life of the college as a whole. Let each man have his special associates, but let him remember that he cannot get the full benefit of life in college if he does nothing but specialize; and that, what is even more important, he cannot do his full duty by the college unless his first and greatest interest is in

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the college itself, in his associates taken as a mass, and not in any small group.

"Our chief interest should not lie in the great champions in sport. On the contrary, our concern should be first of all to widen the base, the foundation in athletic sports; to encourage in every way a healthy rivalry which shall give to the largest possible number of students the chance to take part in vigorous outdoor games. It is of far more importance that a man shall play something himself, even if he plays it badly, than that he shall go with hundreds of companions to see some one else play well, and it is not healthy for either students or athletes if the teams are mutually exclusive. But even having this aim especially in view it seems to me we can best attain it by giving proper encouragement to the champions in the sports, and this can only be done by encouraging intercollegiate contests. As I emphatically disbelieve in seeing Harvard or any other college turn out mollycoddles, instead of vigorous men, I may add that I do not in the least object to a sport because it is rough. Rowing, baseball, lacrosse, track and field games, hockey, football, are all of them good. . . . If necessary, let the college author-

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ities interfere to stop any excess or perversion, making their interference as little officious as possible, and yet as rigorous as is necessary to achieve the end. There is no justification for stopping a thoroughly manly sport because it is sometimes abused, when the experience of every good preparatory school shows that the abuse is in no shape necessarily attendant upon the game. We cannot afford to turn out of college men who shrink from physical effort or from a little physical pain. In any republic courage is a prime necessity for the average citizen if he is to be a good citizen; and he needs physical courage no less than moral courage, the courage that dares as well as the courage that endures, the courage that will fight valiantly alike against the foes of the soul and the foes of the body. Athletics are good, especially in their rougher forms, because they tend to develop such courage. They are good also because they encourage a true democratic spirit; for in the athletic field the man must be judged, not with reference to outside and accidental attributes, but by that combination of bodily vigor and moral quality which go to make up prowess.

"I trust that I need not add that in defend-

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ing athletics I would not for one moment be understood as excusing that perversion of athletics which would make it the end of life instead of merely a means in life. It is first-class healthful play, and is useful as such. But play is not business, and it is a very poor business indeed for a college man to learn nothing but sport. There are exceptional cases which I do not need to consider; but disregarding these, I cannot with sufficient emphasis say that when you get through college you will do badly unless you turn your attention to the serious work of life with a devotion which will render it impossible for you to pay much heed to sport in the way in which it is perfectly proper for you to pay heed while in college. Play while you play and work while you work; and though play is a mighty good thing, remember that you had better never play at all than to get into a condition of mind where you regard play as the serious business of life, or where you permit it to hamper and interfere with your doing your full duty in the real work of the world.

"A word also to the students. Athletics are good; study is even better; and best of all is the development of the type of character

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for the lack of which, in an individual, as in a nation, no amount of brilliancy of mind or strength of body will atone. Moreover, let the students remember that in the long run in the field of study judgment must be rendered upon the quantity of first-class work produced in the way of productive scholarship, and that no amount of second-class work can atone for failure in the college to produce this first-class work. A course of study is of little worth if it tends to deaden individual initiative and cramp scholars so that they only work in the ruts worn deep by many predecessors.

“American scholarship will be judged, not by the quantity of routine work produced by routine workers, but by the small amount of first-class output of those who, in whatever branch, stand in the first rank. No industry in compilation and in combination will ever take the place of this first-hand original work, this productive and creative work, whether in science, in art, in literature. The greatest special function of a college, as distinguished from its general function of producing good citizenship, should be so to shape conditions as to put a premium upon the development of

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productive scholarship, of the creative mind, in any form of intellectual work. The men whose chief concern lies with the work of the student in study should bear this fact ever before them.

"When you college men graduate you will take up many kinds of work; but there is one work in which all of you should take part simply as good American citizens, and that is the work of self-government. Remember, in the first place, that to take part in the work of government does not in the least mean of necessity to hold office. It means to take an intelligent, disinterested and practical part in the everyday duties of the average citizen, of the citizen who is not a faddist or a doctrinaire, but who abhors corruption and dislikes inefficiency; who wishes to see decent government prevail at home, with genuine equality of opportunity for all men so far as it can be brought about, and who wishes, as far as foreign matters are concerned, to see this nation treat all other nations, great and small, with respect, and if need be with generosity, and at the same time show herself able to protect herself by her own might from any wrong at the hands of any outside power.

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"Each man should feel that he has no excuse, as a citizen in a democratic republic like ours, if he fails to do his part in the government. It is not only his right to do so, but his duty; his duty both to the nation and to himself. Each man should feel that, if he fails in this, he is not only failing in his duty, but is showing himself in a contemptible light.

"A man may neglect his political duties because he is too lazy, too selfish, too short-sighted, or too timid; but whatever the reason may be it is certainly an unworthy reason, and it shows either a weakness or worse than a weakness in the man's character. Above all, you college men, remember that if your education, the pleasant lives you lead, make you too fastidious, too sensitive to take part in the rough hurly-burly of the actual work of the world, if you become overcultivated, so over-refined that you cannot do the hard work of practical politics, then you had better never have been educated at all.

"The weakling and the coward are out of place in a strong and free community. In a republic like ours the governing class is composed of the strong men who take the trouble to do the work of government; and if you are

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too timid or too fastidious or too careless to do your part in this work, then you forfeit your right to be considered one of the governing and you become one of the governed.

"Like most other things of value, education is good only in so far as it is used aright, and if it is misused or if it causes the owner to be so puffed up with pride as to make him misestimate the relative value of things, it becomes a harm and not a benefit. There are a few things less desirable than the arid cultivation, the learning and refinement which lead merely to that intellectual conceit which makes a man in a democratic community like ours hold himself aloof from his fellows and pride himself upon the weakness which he mistakes for supercilious strength.

"Small is the use of those educated men who in after life meet no one but themselves, and gather in parlors to discuss wrong conditions which they do not understand and to advocate remedies which have the prime defect of being unworkable. The judgment on practical affairs, political and social, of educated men who keep aloof from the conditions of practical life, is apt to be valueless to those other men who do really wage effective war against the

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forces of baseness and evil. From the political standpoint, education is a harm and not a benefit to the men whom it serves as an excuse for refusing to mingle with their fellows and for standing aloof from the broad sweep of our national life in a curiously impotent spirit of fancied superiority. The political wrong-headedness of such men is quite as great as that of wholly uneducated men, and no people could be less trustworthy as critics and advisers. The educated man who seeks to console himself for his own lack of the robust qualities which bring success in American politics by moaning over the degeneracy of the times, by railing at the men who do the actual work of political life, instead of trying himself to do the work, is a poor creature, and, so far as his feeble powers avail, is a damage and not a help to the community. You may come far short of this disagreeable standard and still be a rather useless member of society. Your education, your cultivation, will not help you if you make the mistake of thinking that it is a substitute for, instead of an addition to, those qualities which in the struggle of life bring success to the ordinary man without your advantages.

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"Your college training confers no privilege upon you save as attested by the use you make of it. It puts upon you the obligation to show yourselves better able to do certain things than your fellows who have not had your advantages. If it has served merely to make you believe that you are excused from effort in after life, that you are to be excused from contact with the actual world of men and events, then it will prove a curse and not a blessing.

"If, on the other hand, you treat your education as a weapon, a weapon to fit you to do better in the hard struggle of effort, and not as excusing you in any way from taking part in practical fashion in that struggle, then it will be a benefit to you. Let each of you college men remember in after life than in the fundamentals he is very much like his fellows who have not been to college, and if he is to achieve results, instead of confining himself exclusively to disparagement of other men who achieve them, he must manage to come to some kind of working agreement with these fellows. There are times, of course, when it may be the highest duty of a citizen to stand alone or practically alone. But if this is a man's normal attitude — if normally he is unable to

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work in combination with a considerable body of his fellows — it is safe to set him down as unfit for useful service in a democracy. In popular government results worth having can only be achieved by men who combine worthy ideals with practical good sense, who are resolute to accomplish good purposes, but who can accommodate themselves to the give and take necessary where work has to be done, as almost all important work must necessarily be done, by combination. Moreover, remember that normally the prime object of political life is to achieve results and not merely to issue manifestoes — save, of course, where the issuance of such manifestoes helps to achieve the results.

“It is a very bad thing to be morally callous, for moral callousness is a disease. But inflammation of the conscience may be just as unhealthy, so far as the public is concerned; and if a man’s conscience is always telling him to do something foolish he will do well to mistrust its workings. The religious man who is useful is not he whose sole care is to save his soul, but the man whose religion bids him strive to advance decency and clean liv-

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ing and to make the world a better place for his fellows to live in.

“During the last few years much good has been done to the people of the Philippines; but this has been done, not by those who merely indulged in the personal luxury of advocating for the islands a doctrinaire liberty which would have meant their immediate and irretrievable ruin, but those who have faced facts as they actually were, remembering the proverb that teaches that in the long run the most uncomfortable truth is a safer companion than the pleasantest falsehood.

“There have been some men in public life and some men in private life whose action has been at every point one of barren criticism and fruitless obstruction. These men have had no part or lot in the great record of achievement and success — the record of good work worthily done. Some of these men have been college graduates; but all of them have been poor servants of the people, useless where not harmful. All the credit for the good thus accomplished in the public life of this decade belongs to those who have done affirmative work . . . not to those who, with more or less

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futility, have sought to hamper and obstruct the work that has thus been done.

“In short, you college men, be doers rather than critics of the deeds that others do. Stand stoutly for your ideals, but keep in mind that they can only be realized, even partially, by practical methods of achievement. Remember always that this republic of ours is a very real democracy, and that you can only win success by showing that you have the right stuff in you. The college man, the man of intellect and training, should take the lead in every fight for civic and social righteousness. He can take that lead only if in a spirit of thoroughgoing democracy, if he takes his place among his fellows, not standing aloof from them, but mixing with them, so that he may know, may feel, may sympathize with their hopes, their ambitions, their principles and even their prejudices — as an American among Americans, a man among men.

HARVARD MEN IN POLITICS.

(From Harvard Graduates' Magazine, Oct. 1892.—By Theodore Roosevelt, '80.)

A fair proportion of the men who have graduated from Harvard during the last twenty years or so have gone into public life. In a certain sense it is of course the duty of every Harvard man to do this. He is false to the tradition and spirit of Americanism if he does not conscientiously and faithfully perform his political duties; I do not mean merely vote, but take an active interest in politics and do his part in controlling the political organization to which he belongs; or, if he belongs to none, do his part, in company with others who feel as he does, in helping as far as may be the political movements or the political candidates in which he is interested. He can accomplish a certain amount by criticism if his criticism is intelligent and honest, but he can of course accomplish infinitely more by action; and possibly it may be of interest to Harvard graduates to point out the kind of work that is done in politics by those of their number who are men of action.

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Massachusetts usually leads in any good movement, and so it is not surprising that we have to turn first to Massachusetts when we think of Harvard graduates in public life. There are at this moment many who deserve well of their Alma Mater; and these are among both parties, and are to be found in the public service of both the nation and the state,—men like Governor Russell and Congressmen Andrew and Hoar, or like Assistant Secretary of State Wharton, Congressman Lodge, and ex-Congressman Greenhalge, not to mention the many Harvard men who are at the present moment members of the Massachusetts state or of the Boston municipal legislatures. Speaking only of that with which I am most familiar, I wish to point out some of the ways in which Harvard men have been able to do peculiarly good work in the national Congress during the past few years.

Often much of the best service that is rendered in Congress must be done without any hope of approbation or reward. The measures that attract most attention are frequently not those of most lasting importance; and even where they are of such importance that attention is fixed upon them, the interested

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public may not appreciate the difference between the man who merely records his vote for a bill and the other who throws his whole strength into the contest to secure its passage. A man must have in him a strong and earnest sense of duty and the desire to accomplish good for the commonwealth, without regard to the effect upon himself, to be useful in Congress in the way that men like Lodge, Greenhalge, Andrew, Hoar, or George Adams of Chicago, are useful.

Take the work that these men have done on subjects like the Copyright Bill, the building of the navy, legislation in the interest of scientific bodies, such as the Smithsonian Institution, and various bills affecting Civil Service Reform. There is great popular interest in certain quarters about the navy; but I am sorry to say that I do not think that this interest is always sufficiently keen to make the public intelligent in backing up the men who strive to make our naval policy consistent and steady. There is no kind of legislation more intimately connected with the national honor than that affecting the navy; yet during this very session of Congress we have not only seen narrow-minded Congressmen from interior dis-

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tricts strenuously opposing the building of the navy, but also at least passive help extended to them by certain representatives from districts which are intelligently interested in our maritime supremacy. It would be difficult to overestimate the amount of good work done, without any hope of recognition therefor, by the men who have taken the chief part in preparing and pushing through the naval legislation, first on the naval committees of the two Houses, and then through the legislative bodies themselves; and this is peculiarly a work unselfish and patriotic, and which Harvard College ought to be most anxious to foster and most prompt to recognize when done by her graduates.

So it is with the Copyright Bill. Every reading man, every man interested in the growth of American literature, and finally, every man who cares for the honor of the American name and is keenly anxious that no reproach shall be rightly cast upon it, must rejoice that we have the present Copyright Law. It was won in the teeth of a violent and ignorant opposition, and in spite of the fact that many who had been supposed to be its friends turned against it at the last moment,

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on the shallow pretense that it did not go as far as they desired. It certainly should be a matter of congratulation for Harvard that her representatives were among the leaders in the fight on its behalf.

In the copyright struggle, as in all other Congressional contests, there were many different kinds of difficulties to be encountered. In the first place there was undoubtedly a kernel of dishonest opposition to the bill, due to the presence of an active lobby, subsidized by certain third-rate newspaper and book concerns. In the next place, there was a mass of inert indifference to be overcome. Thirdly, the friends of the bill had to meet the bitter opposition of perfectly honest and very able, though, as we believe, entirely misguided, opponents of the measure,—men like Roger Q. Mills, for instance, whose character and capacity rightly gave them great weight in Congress. Finally, there was the need of guarding against the crankiness of certain friends of the measure, which actually threatened to defeat the whole bill merely because it contained some features to propitiate the printers,—features which were absolutely essential to its passage, and which were entirely non-

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essential when viewed from the standpoint either of abstract right or of expediency. The Senate passed the bill in one form; the House passed it in another, after having first rejected it in yet a third. Then in the very last hours of the session a most strenuous effort had to be made, after having persuaded the conference committees of the two Houses to agree upon a common measure, to persuade the Houses themselves to pass the conference report. No one who was not himself present in the Capitol during these final, vital hours of the fight can appreciate the tact, resolution, energy, and downright hard work of the men who were prominent in passing the bill. This had to be done with absolute disinterestedness. No man did anything for the Copyright Bill from selfish motives. It was pressed by a body of men without political influence, and it was passed solely as a measure of justice, and from the highest motives. The men who were instrumental in passing it deserve to receive the credit always attaching to effective and disinterested work for a worthy ideal.

In no respect has our government done better work than in its scientific departments. The different government publications on

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scientific subjects rank very high, and it is through these that many of the most eminent American scientists have been able to render their most distinguished services. No work that has been done by us as a nation has been more creditably performed, and the scientific bureaux are peculiarly worthy of being well sustained by both the Congressional and Executive branches. The work they do, however, is of a kind which can apply only to the higher intellectual faculties, and both the demagogue and the honest ignorant man always select these bureaux as peculiarly vulnerable objects of attack. There is not any very widely extended public interest in them; the newspapers devote but small space to them, and there are no districts where there are any bodies of voters whose interests are in any way bound up with theirs. In consequence, they must rely for support upon the wholly unselfish, and usually unappreciative, efforts of a number of men in both branches of Congress, who do recognize the importance of the work that is being done, and are willing to take great trouble that it may not be stopped. A Harvard graduate who has been bred and trained to the knowledge of the usefulness of public scientific

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and artistic institutions can with difficulty realize the enormous number of people to whom such institutions, when supported by the public money, are objects of positive dislike. It would be a revelation to the readers of this paper if they would turn to the Congressional Record and read some of the speeches made against the Smithsonian and kindred institutions in the last session. These speeches were so effective, and the forces to whose feelings they gave utterance so powerful, that at one time it looked as though all our scientific work would have to be stopped. The calamity was averted only by the strenuous endeavor of several of the Congressional leaders, who took not only an active and intelligent but very resolute part on behalf of the menaced institutions. Among these men, I am happy to say, one or two of the most prominent were Harvard graduates. Yet I doubt if the mass of our graduates even understood that there had been a struggle, far less that they felt any particular gratitude towards the men who had staved off Congressional action which would have amounted to a national disgrace.

So it is with the unending fight over Civil Service Reform,—a fight waged so equally

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against the active and interested opposition of the great army of political place-hunters and against the indifference of that numerous class which is incapable of high ideals or of sensitiveness to any cause that does not at the moment appeal to their pockets. The best work for Civil Service Reform that has been done in Congress of recent years must be put to the credit of Harvard graduates; who at the time, be it remembered, were also taking prominent part in the conflicts waged over those questions in which the whole public are interested, such as the tariff and the currency.

These are but samples of the unrewarded and yet all important tasks which every Harvard man who goes into public life will find ready to his hand, and if he is worthy of his college,—as those men whose names I have given above, and scores of others like them, most assuredly are,—he will not shrink from these tasks, but will rather choose them gladly, because of the very fact that most public men will be glad to leave them to him, and because by doing them he will render most honorable and useful service to the State and nation.

THEODORE ROOSEVELT, '80.

PART IV

COLLEGE EDITORIALS

From the HARVARD ADVOCATE—

October 17, 1879, by Theodore Roosevelt.

The Fall Meeting of the Athletic Association is very near at hand, and from the present prospect it does not seem likely that any previous records will be lowered. This does not arise from lack of encouragement from the Association, which certainly has done everything possible to induce men to train for the events, but from the indisposition prevalent among college men to do the hard work necessary. There is yet time remaining for men to get ready for this meeting, and we most warmly encourage them to do so and not let the fear of being beaten hinder any one from doing his best.

The statement of the financial condition of the Association shows it very much in need

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of money, and we hope that all will do their part toward paying off this debt, and that all who have not done so will join the Association.

In connection with our athletic meetings we call attention to a letter in this issue, the spirit of which we heartily approve; we could recommend it to the consideration of the Athletic Association as a very excellent suggestion for making our sports in every way better. If Yale can be brought in, it seems likely that the increased competition would result in better training, the only thing needful to improve Harvard's records.

To the Editors of the Harvard Advocate:

In view of increasing the interest in our athletic meetings a plan is suggested which would seem to bring about many results.

At present we have two field meetings during the year, one in the fall and the other in the spring, a good track, and every inducement, it would seem, for men to try to win prizes; but the great difficulty has always been to get enough men to train for the different events to make them interesting, either on account of closeness in the result, or by reason of the es-

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pecially good records made. Very seldom do we have the pleasure of seeing either of these results.

Now, what induces men to train so well and faithfully for the Football Team, Crew, or Baseball Nine? Simply the desire to beat Yale. Would not they train equally well for our athletic sports if they were to try against Yale there too? It seems probable that the mere desire to win from Yale is all that is now needed to make our athletic meetings a complete success.

The plan proposed is for one college to send a team to compete in the sports of the other. For example: Let Harvard send ten men to Yale in the fall, and Yale send ten men there in the spring.

It seems clearly that this would be just the impetus which would make our sports what they should be. The number of spectators would be much greater, many men would train for the events, better time would be made, and our athletic sports would take their place with football and baseball; and more important than all, we should not see our events filled by men who had no previous training, and only entered to "fill up."

R.

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FOOTBALL AT OTHER COLLEGES.

The football season has now fairly opened, and it is well to take a glance at what our rivals are doing. Yale has lost Thompson, who has twice turned the scales against us; but otherwise her team will probably be much the same as last year's, and there is plenty of good material from which to fill the vacancies. Captain Camp has already begun to put his men into regular training, running them in the gymnasium. Thirty men have been pledged to play against the team every afternoon, and games will probably be played with both Amherst and Trinity; so that there will be no danger of her men suffering from lack of practice. At present it hardly seems as if the team would be as good as last year's, but their playing is improving every day, and nothing but very hard work will enable our men to win the victory.

Princeton will undoubtedly have a good team, although the lower classes do not seem to possess very good material from which to choose; but it must be remembered that in Princeton, where there is no crew, all the best men go out on the football field, and work with

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a faithfulness not very common at Harvard.

At Cornell there has been some talk of organizing a team, but it is doubtful if it can be done this year. What Columbia will do, it is difficult to say. On the whole the prospect should be by no means discouraging to us. We certainly have good teams to fight against us; but there is plenty of excellent material in College, and our captain deserves most hearty praise, whatever be the result, for the pains he has taken, not only in keeping the men at work on the field, but in running them on the track every afternoon. What is most necessary is, that every man should realize the necessity of faithful and honest work, every afternoon. Last year we had good individual players but they did not work together nearly as well as the Princeton team, and were not in as good condition as the Yale men. The football season is short; and while it does last, the men ought to work faithfully, if they expect to win back for Harvard the position she held three years ago.

R.

APPENDIX

ROOSEVELT'S
COLLEGE COURSES

FRESHMAN YEAR.
(Courses all prescribed)

Classical Literature — Twenty lectures. One a week. Assistant Professor Everett.

Greek — Lysias (select orations); Plato (Apology and Crito); Euripedes (one play); Homer (Odyssey, Books V, VI, VII, IX, and XI); Goodwin's Greek Moods and Tenses; Unprepared translation and composition; Selections from Grote's History of Greece, to illustrate the authors read. Three times a week. Messrs. J. W. White and Croswell.

Latin — Livy (Books XXI, XXII); Horace (Odes and Epodes); Cicero; Merivale's General History of Rome (chaps. XLII-LIII; extemporaneous translations and composition. Three times a week. Assistant Professors Everett and Smith and Mr. Gould.

German — Peissner's Grammar; Joynes's Ot-

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to's Reader; German stories. Three times a week. Messrs. Faulhaber and Emerton.

Mathematics — (advanced sections) Solid Geometry (Chauvenet); Plane Trigonometry (Chauvenet); Analytic Geometry (Peck). Three times a week in the first half-year and after May 1, twice a week in second half-year till May 1. Assistant Professor Byerly and Mr. Briggs. Algebra (Todhunter). Once a week from the beginning of the second half-year till May 1. Assistant Professor C. J. White.

Physics — Chamber's Matter and Motion; Goodeve's Mechanics (selections). Twice a week. Mr. Wilson.

Chemistry — Elementary Chemistry (24 lectures.) Once a week. Professor Cooke.

SOPHOMORE YEAR.

Prescribed Courses.

Rhetoric — Hill's Principles of Rhetoric and Punctuation; Abbott's How to Write Clearly. Twice a week. Professor A. S.

APPENDIX

Hill and Mr. Ware. Six themes. Mr. Perry.

History — Freeman's Outlines of General History (to p. 272); Flander's Exposition of the Constitution of the United States; Ewald's The Crown and its Advisers. Twice a week. Mr. Macvane.

Elective Courses.

German IV — Scientific Prose. Twice a week. Mr. Hodges.

German V — Composition and Oral Exercises. Once a week. Assistant Professor Bartlett.

French IV — Litterature francaise au XVII^{eme} siecle. Themes. Three times a week. Assistant Professor Jacquinot.

Natural History III — Comparative Anatomy and Physiology of Vertebrates. Three times a week. Assistant Professor James.

Natural History VIII — Elementary Botany. Gray's Structural and Systematic Botany. Three times a week. Assistant Professor Goodale.

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JUNIOR YEAR. Prescribed Courses.

English — Six Themes. Professor Hill and Messrs. Ware and Perry. Four Forensic Themes. Assistant Professor Palmer.

Philosophy — Jevon's Logic. Twice a week for a half year. Professor Peabody. Metaphysics; Ferrier's Lectures on the Greek Philosophy. Twice a week for a half year. Assistant Professor Palmer.

Elective Courses.

German VIII — Richter; Goethe (Faust and Aus meinem Leben); German lyrics; Composition. Three times a week. Professor Hedge.

Italian I — G. Gozzi (L'Osservatore); Silvio Pellico (Le Mie Prigioni); Toscani's Grammar; Prose Composition. Three times a week. Mr. Bendelari.

Philosophy VI — Political Economy; J. S. Mill's Political Economy; Financial Legislation of the United States. Three times a week. Professor Dunbar and Dr. Laughlin.

APPENDIX

Natural History I — Physical Geography, Meteorology, and Structural Geology. Twice a week. Mr. Davis.

Natural History III — Zoology (elementary course). Three times a week. Dr. Mark.

SENIOR YEAR.

Prescribed Course.

English — Four Forensic Themes. Professor Peabody.

Elective Courses.

Italian II — A. Manzoni (I Promessi Sposi); Modern Plays; Alfieri; Torquato Tasso; Syntax and Prose Composition. Three times a week. Assistant Professor Nash.

Political Economy III — Cairnes's Leading Principles of Political Economy; McLeod's Elements of Banking; Bastiat's Harmonies Economiques; Lectures. Three times a week. Professor Dunbar.

Natural History IV — Geology. Three times a week. Professor Shaler and Mr. Davis.

Natural History VI — Advanced Zoology. Three times a week. Dr. Faxon.

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